

Tavistock College Assessment Policy

Rationale

This policy will outline how assessment of students is used in order to support student progress, including home learning and time within a lesson.

This policy will set out:

- The principles of assessment
- Assessment in the classroom
- In school formal assessment
- How assessment is used to track progress
- How student progress is communicated to parents
- How targets are set
- Roles and responsibilities

The Principles of Assessment

Assessment is an integral part of teaching and learning. It gives students a base line for learning and appreciation of what they are to do next. Broadfoot et al, (2002) state that assessment for learning should:

- Be part of effective planning
- Focus on how students' progress
- Be central to classroom practice
- Be a key professional skill
- Be sensitive and constructive
- Foster motivation
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self-assessment
- Recognise all educational achievement

Assessment in the Classroom

The majority of assessment is done informally in classroom and when marking books. Summative assessment only makes up a small proportion of the way that students are assessed. Teachers will assess how students are progressing with their learning using expert questioning and discussions. This can help to identify misconceptions and then to put support in place to help remedy these. Teachers also need to set clear objectives in every lesson and then assess students in lessons on how they have made progress towards these objectives. Teachers also need to share clear success criteria on what progress students are going to make in lessons.

By using techniques of self and peer assessment students can take much more ownership of their learning. It can encourage students to become more resourceful and reflective learners.

When giving feedback to students it is important to not grade the work, but offer constructive feedback on how to improve. If a grade is offered then students will focus on this and not on the next steps offered for improvement. Only pieces of summative work are to be graded.

Together; we care, we challenge, we excel

How Assessment is used to Track Progress

At KS4 students have working and predicted grades entered by teachers at periodic points throughout the year. This grade can be based on a test conducted in lesson time and also contains a proportion of any completed controlled assessments and classwork. Grades are forecast to be what the student is likely to achieve if they took their exams now. Grades are ‘fine graded’ to make it clear to parents and students how secure they are at each grade. A “+” symbol after the grade indicates that a student is certain to achieve at least that grade with a possibility of moving up into the next grade boundary. A “-” symbol after the grade indicates that a student is vulnerable on that grade and is equally as likely to achieve the grade below. When analysing the data we do 2 analyses; one with the grades at working level and also the use of the predicted grade. This helps us to have a clear indication on how students are likely to achieve at the end of their course. All KS4 and 5 data must be entered by teachers in pairs (cross moderated) so that accuracy can be assured. All tests and controlled assessments should be moderated, and cross marked where appropriate, to assure accuracy.

At KS3 students have grades entered by teachers twice a year. A target range GCSE grade for the end of year 11 is given for students based on prior attainment. This will translate on their report to show if the student is above, on track, just below or below their target range. This allows for a consistent flight path from KS3 to 4.

How Student Progress is communicated to Parents

Parents have reports sent home periodically throughout the year, dependant on key stage. All reports contain a student’s targets, current or forecast grades and their classroom skills. The classroom skills are a letter grade (E – excellent, G- good, N- needs improvement and C-cause for concern) on a student’s attitude and homework. A full written report will be sent to parents once a year containing all subjects’ grades.

Below outlines what is detailed within our reports.

Current grade: This is grade that the teacher expects A student to achieve based on recent assessments.

Aspirational target grade: This is the grade that we believe can be achieved based on prior performance at the end of key stage 4 (end of year 11).

Minimum target grade: This is the minimum grade that we believe should be achieved at the end of this academic year.

Most subjects are reported using the **new 9-1 grades**, where 9 is the highest grade, exceptions to this are detailed below.

BTECs “Options” are graded in the format of **Level 2 D* = Distinction***, **Level 2 D = Distinction**, **Level 2 M = Merit**, **Level 2 P = Pass**, **Level 1 L1 Pass**. **Subjects:** Construction, creative media and dance.

VCERT Health & fitness use the above grades.

BTEC Child development is graded in the format A-D (U Ungraded)

P.E: Students study one of four pathways in their core PE time:

- Students studying Core PE are graded as **T= On Target**, **U= Under** achieving or **X= Exceeding** expectations.
- Students studying either Sports leadership, or vocational are simply graded either pass (**P**) or fail (**F**). The BTEC Qualification will be completed from year 10. Students will be working towards the Dance Leaders Qualification this year which is a pass/fail.
- Students studying GCSE or Exam Practical are graded with a GCSE grade, as in most other subjects.

Within a reported level are sub-levels to show how likely the student is to achieve that grade. Examples are in the table below.

Most subjects	BTEC Subjects	Sub Level description.
7+	D*+	Certain to achieve
7	D*	A good chance of achieving
7-	D*-	Not yet secure, as likely to achieve a 6 as 7; D*- as D*

The current grade achieved is colour coded to show how A student is performing against the target grades.

Achieving aspirational target	Between minimum & aspirational targets	1 sub level below minimum target grade	2 sub levels or more below minimum target grade
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This year we are going to be reporting home A student’s **attitude to learning and homework** for each subject.

The key is: E= Excellent, G= Good, N= Needs improvement, C= Cause for concern.

Target setting

Targets are set based on their prior attainment (KS2 assessments). This generates an aspirational and minimum target grade based on all students making at least expected progress and the majority of students making more than expected progress. These KS4 outcomes are then worked backwards to generate KS3 end of year targets to ensure that students are on the right flight path to achieve their end grade. Targets have been adjusted for the new 9-1 curriculum, which can be raised; however they can only be lowered in agreement between the Head of Faculty and the Assistant Principal in charge of assessment.

Roles and Responsibilities

Students

Students have responsibility for trying their hardest in lessons and preparing fully for any assessments. They also need to make sure that they action any points made by teachers to improve their learning in a subject.

Teachers

Teachers are responsible for the quality of formative assessment happening in their classroom. They must ensure that the formative assessment has an impact on their planning and therefore the progress of students within their lessons. Teachers are also responsible for meeting deadlines and entering data correctly. Teachers also must ensure that all reports they write are proof read and all information included in them is accurate.

Heads of Year

Heads of year are responsible for analysing the performance of micro-cohorts of students in their year groups and then for identifying students who are underperforming across multiple subjects. If students are struggling in more than one subject, heads of year will be working with these students to improve performance.

Heads of Faculty

Heads of faculty are accountable for the moderation and accuracy of the data inputted in to the system. They are also responsible for the quality of formative assessment that is happening in their faculties and where this is not happening putting support in place. Heads of faculty should use SISRA/4Matrix after each data drop to analyse how individual students, whole and micro cohorts are performing and preparing analyses for the meeting with the Assistant Principal.

Data Manager

The data manager has responsibility over the collection of data and then entering this into our data packages, IDASH and SISRA. They are also responsible for providing the Assistant Principal with support with analysing the data. The data manager is also accountable for quickly and accurately getting the information to parents.

Assistant Principal in charge of Assessment

The Assistant Principal has overall accountability of the accuracy of the data inputted across all key stages. They are to analyse the data collected and then feedback to Heads of Faculty and the Senior Leadership team to how particular micro-cohorts of students are performing and which students/subjects are underperforming. They also have the responsibility to meet with each head of faculty and head of year to discuss the accuracy of data and also what faculties are doing to support underperforming students and micro-cohorts.